

"READING FIRST"

SCIENTIFICALLY-BASED RESEARCHED MATERIALS FOR READING

ANNUAL ADOPTION
CONTRACT IN EFFECT 5-YEARS FOLLOWING ADOPTION YEAR

READING FIRST – SUBJECT AREA CONTACT

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Position Statement: "Reading First" Curricular Materials

Idaho received a Reading First Grant from the Federal Department of Education in November of 2002. Reading First is part of the No Child Left Behind (NCLB) legislation. The emphasis of the grant is to close the achievement gap for at-risk students. The grant is targeted at students in grades K-3.

The guidance document from Reading First clearly defines the characteristics of curricular materials that can be purchased using Reading First funds. The curriculum must be based on scientifically-based reading research. It must include explicit instructional strategies, coordinated instructional sequences, ample practice opportunities and aligned student materials. In addition, for a program to be considered *comprehensive* it must contain each of the five key components of reading instruction: 1) phonemic awareness; 2) phonics/word study; 3) fluency, 4) vocabulary, and 5) comprehension.

Curricular materials may be classified as *comprehensive*, (meaning they meet the instructional requirements, are researched based, and contain all five of the key components) **or** *resource/intervention*. It is possible for curricular materials to be considered both *comprehensive* and appropriate for use in *intervention* settings.

Public Law 107-110

No Child Left Behind Act

TITLE IX – GENERAL PROVISIONS*

PART A – DEFINITIONS SEC. 9101. DEFINITIONS.

ESEA; Title IX Part A Section 9101(37)

(37) SCIENTIFICALLY BASED RESEARCH – The term scientifically based research –

- (A) means research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs; and
- (B) includes research that –
 - (i) employs systematic, empirical methods that draw on observation or experiment;
 - (ii) involves rigorous data analysis that are adequate to test the stated hypotheses and justify the general conclusions drawn;
 - (iii) relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;
 - (iv) is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment experiments, or other designs to the extent that those designs contain within-condition or across-condition controls;
 - (v) ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings; and
 - (vi) has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.

* The NCLB legislation is available online at: www.ed.gov/policy/elsec/leg/esea02/107-110.pdf. The definition of scientifically based research is on pages 540-541.